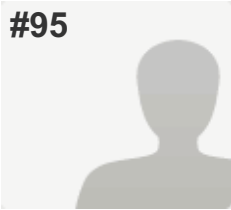


#95

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 30, 2016 2:22:51 PM**Last Modified:** Thursday, June 30, 2016 2:31:44 PM**Time Spent:** 00:08:53**IP Address:** 207.165.167.26

## PAGE 2

<b>Q1: Name of School District:</b>	Vinton-Shellsburg CSD
<b>Q2: Name of Superintendent</b>	Mary Jo Hainstock
<b>Q3: Person Completing this Report</b>	Kim Meyer

## PAGE 3

**Q4: 1a. Local TLC Goal**

goal:3. Improve the opportunities for collaboration and collegiality amongst all teachers and strengthen our mentoring and induction program to reduce the amount of turnover and increase their teaching competencies.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We have had great success with the Induction Program through Grant Wood AEA in training and retaining teachers. Five years ago, before the Grant Wood program, we hired six new teachers and today only two of them remain within our district. Since starting the Induction Program in 2013 the only teachers we have lost have been those that have left for family reasons (moving) or budget reductions. New teachers who have been through the program have also taken on teacher leadership roles faster than their predecessors. For example, we have four teachers who have been through the induction program who are in leadership teacher positions this year or who are hired for next year.

**Q7: 2a. Local TLC Goal**

Coordinate leadership roles to support the district's school improvement work including implementation of RtI, PLC's through Data Teams, and the Iowa Core through personalized learning.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Fully Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The goals outlined in our original application aligned closely to our previous practices so it was not a new shift for us to have teachers participating in decision making and in leadership roles. We expanded our leadership roles for in each of the buildings and in district groups based on the voices we needed at the table compared to how many were willing to volunteer their time before. Our PLC/Data Team leaders stepped up to the plate in all levels this year and they pushed the PLC process forward for their staffs and students.

The Alignment Team (A-Team) worked hard on supporting teachers in the creation of and collating our essential standards/I can statements into a curriculum website for all to access this next fall. This work of identifying what we want kids to be able to know and do has helped identify areas in our daily instruction we need to make changes and has helped drive our RTI work on a daily basis. The teachers are able to know which students need exactly what skills and personalize their instruction, intervention, and support to help all students master the content or skills necessary for moving on to the next grade level or course.

As a district leadership team, we identified what we were tight and loose on, then building leaders articulated and followed through with system wide processes to advance both teacher practice and student learning. We expanded our PLC teams to offer our Encore teachers their own learning opportunities in a K-12 setting instead of staying as singletons in their own buildings and have plans to expand that personalized learning for them next year.

Teachers gained knowledge and skills in utilizing research based instructional strategies within in their instruction, analyzing data to guide their instruction and maximizing impact for student success as well as collaborating with their teammates of content or grade alike educators to reach all students regardless if they are above or below the grade level expectations. All buildings have systems in place this year to support all students and their needs.

**Q10: 3a. Local TLC Goal**

no goal this year, plan for future below

**Q11: 3b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We do not have a district goal that aligns with this state goal for this current school year. We would like to add into our plan the opportunity for our teachers to be "Mentor Trained" through the New Teacher Center model at our local AEA. This training not only prepares them to process and reflect with beginning teachers, it offers great training in working with and leading other adults as well as their students. Many teachers who have been through the training in the past have stated that it's some of the best professional development they've ever received that impacts their whole teaching experience and positions them to be better teacher-leaders. This learning opportunity also reinforces the common language that our instructional coaches are using with teachers and will build some understanding and value to the coaching process.

**Q13: 4a. Local TLC Goal**

Our students are proficient in the areas of literacy and numeracy and our attendance rates increase and drop-out numbers decrease.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We have used our TLC funds to support literacy and math support with five instructional coaches across the district. We have also allocated other resources including general fund and at-risk money to support attendance issues with students.

The instructional coaches have a large impact on our teachers by supporting them with lesson design, analysis of student work, providing descriptive feedback from observations to promote reflective teaching, and incorporating both modeling of and co-teaching research based instructional strategies to reach all levels of learners. All of our buildings have focused their professional development this year on improving instruction through instructional strategies and it would not have been as impactful without the additional support from our instructional coaches to see the practices implemented with fidelity.

We have focused on improving student attendance through the utilization of a staff person who works with families, with students, with teachers and with administrators to build relationships, break-down barriers, and development and implement attendance plans. She works directly with the administrators to make develop plans and communicate directly with families. She also works with the county attorney's office so they stay informed with the processes.

Through restructuring high school study hall support, a teacher works to make sure students have someone to connect to who knows about their struggles, can assist with assignment completion, and communicates with parents. He is a liaison between families, teachers, and students. This has helped reach our building goal of "increasing student success rate" across the grade levels.

The extra support for adults has greatly impacted our students. In the last year we have drastically increased our Iowa Assessment scores across the district.

2014-15

Elementary:

Reading 3rd: 88%, 4th: 86%, 5th: 88%

Math 3rd: 89%, 4th: 89%, 87%

MS:

Reading: 6th: 83%, 7th: 81%, 8th: 74%

Math: 6th: 88%, 7th: 92%, 8th: 83%

HS 11th: 81% Reading and 89% Math

2015-16

Elementary:

Reading 3rd: 85%, 4th: 89%, 5th: 87%

Math 3rd: 93%, 4th: 91%, 5th: 90%

MS:

Reading: 6th: 84%, 7th: 93%, 8th: 76%

Math: 6th: 81%, 7th: 96%, 8th: 91%

HS 11th: 82% Reading and 87% Math

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We have completely filled the A-Team positions that were left vacant due to lack of interest this last year. We also plan on creating a new role along the lines of "leader in training" where we are able to prepare teachers for leadership roles before they are actually in one. We'd like to offer the New Teacher Center Mentor training to staff, PLC trainings, and other building initiative trainings that would support the district's goals.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

When reviewing our student achievement data for the last five years, we see our students have made significant improvements in their reading and math proficiencies. While their success cannot be attributed to our one year of participation in the TLC program, it can be attributed to the focus we have on supporting teachers to improve their teaching skills. The TLC program allowed us to increase the number of instructional coaches, continue our partnership in the i3 consortium to support beginning teachers, and expand our leadership positions throughout the district. Based on survey information from our teachers collected at the end of the 2015-16 school year they felt more supported than ever to reach their students with the work they did with the building instructional coaches. We have really honed in on the right work and both teachers and students are thriving because of it.

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.